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ABSTRACT

For more than 20 years, the U.S. Department of State's educational partnership projects have been promoting cooperation between U.S. institutions of higher learning and their counterparts around the world. Since 1982 institutional linkage programs have funded more than 700 such programs, involving nearly 250 U.S. institutions of higher education in 47 states and higher education institutions in some 135 countries. This brochure highlights some educational partnership projects, whether completed, ongoing, or new, and demonstrates their enhanced potential to contribute to global progress through understanding based on international academic cooperation. The total amount of grants highlighted in this brochure exceeds $5 million in federal funding provided through the Bureau of Educational and Cultural Affairs, with similar financial commitments made by U.S. and foreign partners. Program descriptions are described for university participants and grouped into these categories: (1) Mid-Atlantic; (2) Midwest; (3) Northeast; (4) Pacific; (5) Rocky Mountains and the Southwest; and (6) South. Also described are primary and secondary education projects, projects under the FREEDOM Support Act, community college projects, and the U.S.-North African Economic Partnership. Participating U.S. institutions are listed alphabetical order by state. (SLD)

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Educational Partnership Programs
Bureau of Educational and Cultural Affairs
U.S. Department of State

The U.S. Department of State's Bureau of Educational and Cultural Affairs supports educational partnerships for academic cooperation through its Office of Global Educational Programs, where the Humphrey Fellowships and Institutional Linkages Branch administers programs in which academic study, teaching, and research intersect with professional life to focus on issues of current and enduring concern. These programs also encourage ongoing international cooperation that transcends traditional barriers between education and the work of practitioners in a wide range of professions and communities around the world.

Founded in 1961, the Academy for Educational Development (AED) is an independent, nonprofit organization committed to solving critical social problems in the United States and throughout the world through education, research, training, and social marketing. Major areas of focus include health, education, youth development, and the environment (www.aed.org). AED cooperates with the U.S. Department of State in administering its educational partnership programs, including the convening of independent committees of scholarly and professional experts to review proposals.

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International Academic Cooperation

For over twenty years, the U.S. Department of State's educational partnership projects have been promoting cooperation between U.S. institutions of higher learning and their counterparts around the world. Established in 1982 as the University Affiliations Program, the program has evolved into a cluster of worldwide and regionally focused programs that strengthen academic institutions both in the United States and overseas on subjects that are of enduring current interest to the United States, other countries, and the participating institutions. Through these programs, the Department of State provides funds for faculty exchanges, curriculum development, collaborative research, and other activities that build competencies on both sides of the exchange in fields related to policy priorities.

The overall goal of these projects is to strengthen academic institutions, both in the United States and overseas. Worldwide, they help establish new university departments, new degree programs, and new curricula in fields such as business management, public administration, political science, media and journalism, legal education, civic education, liberal arts, and American studies.

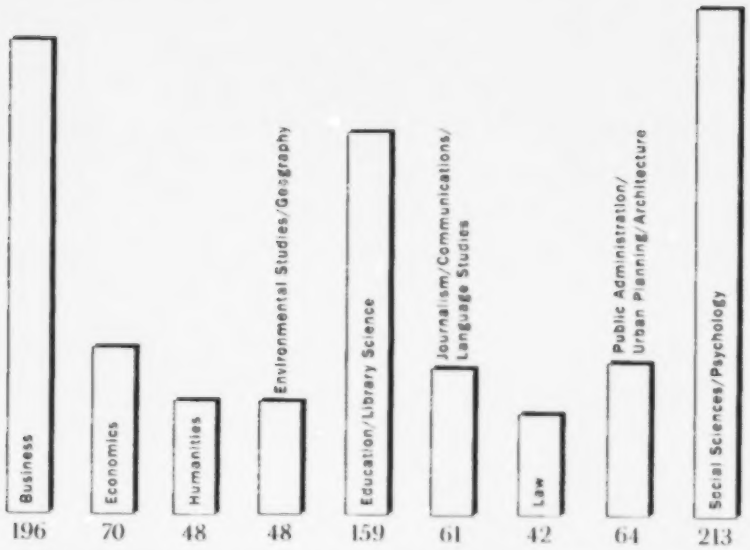
Since 1982, these institutional linkage programs have funded more than 700 such partnerships, involving nearly 250 U.S. colleges and universities in 47 states, and higher education institutions in some 135 countries. Core funding provided through the State Department's Bureau of Educational and Cultural Affairs has leveraged at least as much in cost-sharing from U.S. and foreign institutional partners, demonstrating their mutual commitment.

U.S. institutions involved in partnership projects include community colleges, liberal arts colleges, minority-serving institutions, and comprehensive public and private universities. Cooperation frequently builds on the experiences of teachers and administrators, including Fulbright alumni, who are familiar with specific institutions overseas. Partnership projects broaden the impact of individual scholars through the involvement of teams of faculty, students, and administrators to facilitate systematic reform.

Competitions target specified themes and geographic regions. The more recent regionally focused programs have included Eurasia, North Africa, and the Balkans, to complement

Grants by Discipline, 1982-2002

Total Grants: 720*



*Grants may span more than one discipline, therefore the chart's sum exceeds the total number of grants.

multi-regional competitions. Projects funded through the Support for East European Democracies Act (SEED) and the FREEDOM Support Act (FSA) have enabled East European and Eurasian institutions of higher learning to play a role in their countries' transitions to democracy and market economies. Projects funded under the Education for Development and Democracy Initiative (EDDI) have increased the involvement of African universities with other local and international institutions that are contributing to Africa's social, political, and economic development. Other projects, supported with funding from the U.S.-North African Economic Partnership, are assisting universities in Algeria and Tunisia in reforming university curricula to prepare their students to participate in the global economy.

In the twenty years since the educational partnership programs were founded, the international environment has been transformed by advancing technology, political changes, and economic development. This brochure highlights some educational partnership projects, whether completed, ongoing, or new, and demonstrates their enhanced potential to contribute to global progress through understanding based on international academic cooperation.

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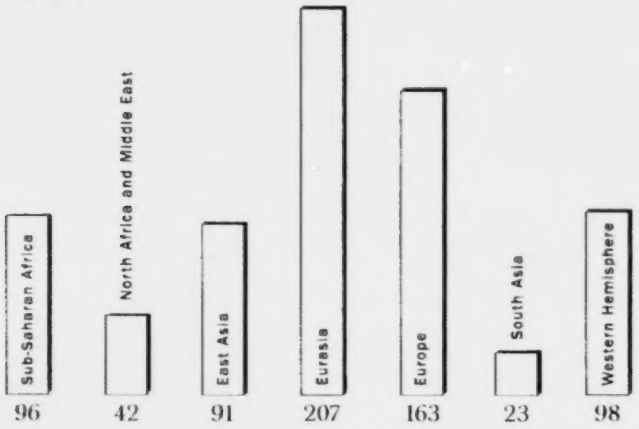
The Benefits of Educational Partnerships

Educational partnership projects are designed to benefit all partner institutions, by strengthening their capacities to teach, conduct research, administer programs, and serve their public constituencies. American colleges and universities are uniquely poised to share their professional and academic expertise with peers in foreign institutions, while at the same time strengthening their own programs of instruction through access to new professional networks, new research, and new perspectives on their academic fields. American academic institutions benefit from educational partnerships in the following ways:

- Cooperative educational projects result in enhanced curricula at U.S. institutions, such as new or improved language programs and country study courses;
- U.S. faculty gain firsthand knowledge of different world regions and new classroom techniques, which inspire them to explore and experiment with teaching approaches back home;
- Formal partnerships with international peers lead to expanded research interests in which U.S. faculty conduct and publish studies that would not have been possible without the support and expertise of their overseas partners;
- Institutions with formal international partnerships hold more appeal to student applicants, who increasingly seek broad international perspectives within their education to ensure their future success in the global environment;
- Partnerships create opportunities for exchange programs that give faculty and students the opportunity to travel outside the United States for academic and research purposes;
- Joint international research advances academic and professional fields and creates enduring professional and academic networks across borders;
- Increased emphasis on international issues attracts distinguished foreign professors to American institutions to share their perspectives with faculty and students; and
- U.S. involvement in low-cost and highly successful partnership projects generates relationships with individuals from many countries and fosters positive relationships between the United States and the rest of the world.

Grants by Region, 1982-2002

Total Grants: 720



Strengthening Institutions, Bridging Cultures

Since the U.S. Department of State's educational partnerships began in 1982, nearly 250 U.S. colleges and universities have participated in the program. Partnerships have spanned both the United States and the rest of the world, and project themes have ranged from entrepreneurship to library science, from sociology to environmental studies, and from women's studies to urban planning. One element most projects have in common is that they result in productive, long-term relationships that provide mutual benefit to the partner institutions and to the academic fields in general. Beyond the objectives originally envisioned, a large proportion of partnerships have resulted in programs and activities unforeseen to the partners when the projects began.

The total amount of all the grants highlighted in this brochure exceeds $5 million in federal funding provided through the Bureau of Educational and Cultural Affairs. A similar financial commitment was made to these projects by U.S. and foreign partners, who also have leveraged additional support during the course of project implementation. Overall, the educational partnership projects have maintained an official cost-share average ranging from one-half to two-thirds of the projects' total cost.

The following project summaries reflect the spectrum of geographic regions and academic disciplines affected by the partnerships, and highlight their impressive achievements.

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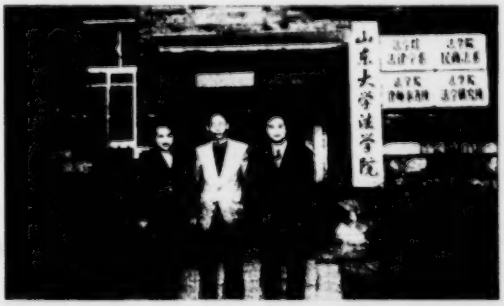
University of Baltimore Law School
Shandong University Law School
Rule of Law
FY 1999 GRANT AMOUNT $119,903
SOURCE Exchanges Appropriation

Faculty exchanges, research, and collaborative scholarship between the **University of Baltimore** (UB) Law School and **Shandong University** (SU) Law School have already had an impact on Chinese law, specifically regarding intellectual property rights, commercial law, and family law. Through the educational partnership, five Chinese legal professionals came to the United States to study law at UB. Three of these individuals subsequently began working toward doctoral degrees in law, a degree which previously had not existed in China. UB staff have visited SU to meet with faculty and conduct courses on topics such as American constitutional law, with a focus on individual rights, and American commercial law.

The collaboration resulted in the translation of the American Copyright Act and parts of the Uniform Commercial Code into Chinese, and research accomplished through the partnership has influenced the development of Chinese civil codes. Faculty from both universities have benefited from shared access to legal research, proving the global nature of law and legal issues. The partnership has proven so successful that the project directors plan to establish a student exchange in addition to the faculty exchange.



Shandong University Law School Professors Wang Liping, Sun Xinqiang (Project Director), and Qi Yanping participate in an exchange project with University of Baltimore Law School.

Rutgers University
University of Balamand (Lebanon)
Civic Education, Service Learning
FY 1998 GRANT AMOUNT $114,200
SOURCE Exchanges Appropriation

Rutgers University's Citizenship and Service Education (CASE) Program promotes community service as part of the learning experience. Drawn by the program's success, the president of the **University of Balamand**, in Lebanon, asked Rutgers to help initiate a similar program, Service Education: Experience through Doing (SEED). The educational partnership began by training Balamand faculty as service learning instructors and eventually incorporated service learning components into different academic disciplines, such as political science, civil engineering, and architecture. For example, students participate in literacy programs to enable older women to vote, and work to repair and reconstruct infrastructure damaged by war.

> **"This was an eye-opening experience for Rutgers. We established a direct connection with Lebanon that has led to a deeper understanding of the region and its history."**
>
> – Michael Shafer, Rutgers University

The program's impact has been tremendous. Approximately 175 students contribute 40 hours of service work each semester, resulting in thousands of service hours directly affecting the community every year. Heightened tensions in the surrounding region present challenges to the program, but the collaboration continues to grow. The partnership has also led to other areas of collaboration. The two universities' engineering departments have arranged to send two Balamand graduates to Rutgers for their master's degrees. In addition, other programs at Rutgers have linked with the SEED program, resulting in a variety of activities, including teacher training, high school linkages, and an online newspaper. The partnership's benefits have expanded beyond the universities into the surrounding communities.

Villanova University
Lebanese American University
Rule of Law, Civic Education, Curriculum Development
FY 1999 GRANT AMOUNT $119,900
SOURCE Exchanges Appropriation

The educational partnership between **Villanova University** and **Lebanese American University** (LAU) is designed to develop courses on civic responsibility, develop an English and Arabic anthology on peace and justice issues, and create community service projects. To date, three courses have been developed: "Social Justice and the Common Good in the Arab World," "Social Justice and the Common Good in Lebanon," and "Theories of Social, Economic, and Political Justice: Perspectives on Lebanon and the Arab World." The last class is team-taught and all three are meant to develop civic responsibility and a citizenship perspective among students.

In addition, a collaborative research component and an anthology on civic responsibility have been developed. Villanova has also worked with their partners to develop LAU's Center for Leadership and Civic Responsibility. Villanova has supported workshops and training programs for LAU faculty on government, community service, citizenry, and social justice. There is a special project underway to develop methodology at LAU for community and neighborhood outreach programs, through which faculty and students will work in poor and marginalized areas. As a result of this work, Bethlehem University in the West Bank has expressed an interest in developing a similar program. Despite the problems faced by increased regional instability, there has been genuine exchange, hospitality, and understanding.

Primary and Secondary Education Projects

Educational partnership projects in nearly every world region have improved the quality of primary and secondary education by making classroom teaching more dynamic, more based on critical thinking, and more open to adapting U.S. educational models. Projects have been funded from the exchanges appropriation, Support for East European Democracies (SEED), and the FREEDOM Support Act (FSA). The partnerships have enabled local educators to play a pivotal role in defining the issues addressed in new curricula, while also offering the opportunity to understand U.S. approaches. In some projects, the foreign partner and its objectives are defined in advance. In other projects, U.S. universities have proposed objectives in consultation with their own foreign partners.

The Center for Citizenship Education, in Poland, worked with curriculum development specialists from Ohio State University to develop civics materials for grades 8-12. An extensive teacher training effort followed, and the project culminated in outreach to local government officials in Poland. This model has been adapted in the Czech Republic, Albania, Romania, Bulgaria, Moldova, Armenia, Azerbaijan, Georgia, and Kyrgyzstan, in cooperation with such institutions as the University of Iowa, Montana State University, the University of Washington, the Institute for Training and Development, and the International Research and Exchanges Board.

The University of Minnesota collaborated with the Hong Kong Institute of Education to assess and compare the values of students, teachers, and communities in Minnesota, Hong Kong, and Guangdong, China, in order to determine the direction of curriculum development in primary and secondary-level civic education in all three places. The project studied how to involve students in community activities in places like Hong Kong where there is no history of doing so, while also examining the decline in the civic involvement of young adults in the United States. Participants on both sides reported that such partnerships are consistent with the growing emphasis on teamwork in educational research, curriculum development, and classroom teaching.

In Vietnam, Michigan State University assisted the faculty of Cantho University's School of Education in training teachers in the Mekong Delta region to use activity-oriented teaching strategies focused on local environmental and civic issues throughout southern Vietnam.

These and other educational projects have enabled foreign teachers and educators to learn from the experiences and perspectives of U.S. curriculum developers, educational developers, and teacher trainers. Especially in regions of the world where international contacts at the primary and secondary levels have been limited, this exposure is making a critical difference.

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University of Scranton
Tbilisi Medical University, Pedagogical University (Georgia)
Special Education
FY 2000 **GRANT AMOUNT $266,292**
SOURCE Freedom Support Act

The partnership between the **University of Scranton**, in Pennsylvania, and **Tbilisi Medical University**, in the Republic of Georgia, began as an exchange between faculty members working in the fields of rehabilitation, special education, and disability advocacy. Two faculty members from Tbilisi teach at Scranton for a semester each year, and two to four Scranton faculty travel annually to Tbilisi to provide workshops. The workshops have been well-attended by university students, physicians, teachers, parents, and other professionals with an interest in children with disabilities. Thus, the partnership has impacted Tbilisi University, the local community, and the entire field of children with disabilities in Georgia.

In the second year of the partnership, an additional institution, the **Pedagogical University**, in Tbilisi, joined the program. Adding to the faculty exchanges, the partnership expanded to other endeavors, such as joint research and the publication of a biannual professional journal focused on children with disabilities. The partnership also has established a well-attended annual conference, with attendees including high-level political leaders, and a Georgian language textbook outlining best practices for the social and educational inclusion of children with disabilities. A workbook on parent education and disability in schools is in production. The journal, annual conference, and textbook are all unexpected products of the partnership.

Dr. Timothy Hobbs, from the University of Scranton, and Dr. Otar Vazadze, from Tbilisi Medical University, sign documents establishing an educational partnership between the two institutions.

"We did not expect to publish a journal and a textbook. We did not anticipate the annual conference. Nor did we expect the multiple outreach activities to the Georgian community, especially the non-academic community, such as parents and NGO staff."

– Tim Hobbs, University of Scranton

In addition, the project directors secured a grant from the Leahy Foundation to help provide a new special education classroom in a Tbilisi public school. This Special and Inclusive Education classroom provides an opportunity to model best practices for educational and social inclusion of children with disabilities and provides a forum for graduate students and teachers. The educational partnerships program funded the faculty exchanges and provided coordination and professional expertise, while the Leahy Foundation funded teacher training, computers, and adaptive equipment. This is a model example of inter-organizational collaboration with results that would otherwise not be achievable by a single institution. The increased sensitivity of Georgian and American faculty and professionals regarding disability and society has resulted in a heightened demand for these products and programs. Indeed, the interrelationship between human rights and best practices of special and inclusive education, actively including special needs children and adults in school and society, is a hallmark of civil society.

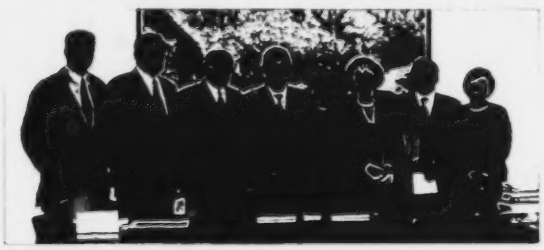
Montclair State University
Kirovograd State Pedagogical University (Ukraine)
Education
FY 1999 **GRANT AMOUNT $299,549**
SOURCE Freedom Support Act

The partnership between **Montclair State University**, in New Jersey, and **Kirovograd State Pedagogical University**, in Ukraine, has introduced critical thinking methodology into Kirovograd's curriculum, and the Philosophy for Children program into the surrounding schools. These goals were accomplished through 40 faculty exchanges, which have resulted in over 100 project-related papers. The exchange participants have attended workshops, consulted with colleagues, developed curriculum, observed classes, and organized an international conference on Democracy and Education in Kyiv.

"This has been a great opportunity for Americans and Ukrainians to come together and build friendships. The skeptics of this program are now very excited about it."

– Marina Cunningham, Montclair State University

These activities have introduced new approaches to teacher training and helped to democratize primary education in Kirovograd. The project quickly snowballed, impacting the city of Kirovograd and the rest of Ukraine. Both the Pedagogical Academy of Science and the Ministry of Education in Ukraine are supportive of the program, resulting in plans to establish the Center for Innovative Pedagogy with funds from Kirovograd State Pedagogical University. The partnership has proven to be self-sustaining and has added an important dimension to the internationalization of Montclair State, as well as building inter-faculty friendships through home visits and ongoing contact.



U.S. Project Director, Dr. Marina Cunningham (third from right), from Montclair State University, at a meeting with Ukrainian Ministry of Education and university officials.

University of Maryland
Samara State Pedagogical Institute (Russia)
Educational Reform
FY 1994 **GRANT AMOUNT $204,587**
SOURCE Freedom Support Act

The **University of Maryland** and **Samara State Pedagogical University**, in Russia, first began their association in the early 1990s. The partnership was formalized in 1995, when the two institutions agreed to jointly write an English as a Second Language textbook for Russian students and train Samara faculty on methodology and cultural understanding. At that time, Samara had very little information about the United States and modern teaching methods. Four faculty members from each institution met regularly to collaborate on the textbook's content and design, which utilized a reading and listening model. They based the chapters on various themes of American life, including culture, family life, and children's education. The Russian Ministry of Education approved the textbook for use in classical and pedagogical universities, and it is currently in use at Samara State Pedagogical University and other universities.

Furthermore, 28 Samara faculty members spent several weeks in Maryland participating in intensive methodology seminars, tours, and cultural events. While visiting Maryland, all Samara faculty had the opportunity to work with local schoolteachers, with whom they created a pen pal program between over 400 elementary students in Maryland and Russia. In addition, two Maryland faculty members and two public school teachers went to Samara for a two-week language teaching seminar and lab school, focused on assessment, reading, and cross-cultural communication, and students from Samara visited Maryland for a three-week language and culture session. The success of the program resulted in the creation of the Samara Information and Language Teaching Center, "LOGOS," as well as a second textbook and several workbooks written independently by Samara faculty. Over the course of the project, more than 1,000 people were directly involved in its activities.

University of Iowa
Armenian Ministry of Education
Civic Education
FY 1999 GRANT AMOUNT $99,876
FY 2001 GRANT AMOUNT $99,434
SOURCE Freedom Support Act

The goal of this partnership program is to help Armenian youth learn how to function in a liberal democracy and to help new generations sustain a democratic government. To accomplish this objective, the **University of Iowa** and the **Armenian Ministry of Education** have partnered to create new civic education instructional materials and programs, including student workbooks, teacher manuals, and teacher training. The materials are currently being used in Armenian secondary schools. The completed curriculum was reviewed by both Armenian and American experts, then tested in the field. Afterwards, the initial six Armenian educators, with assistance from the Armenian Ministry of Education's Center for Educational Reform, conducted in-service training for 200 Armenian educators.

This work in the area of civic education in Armenia will have significant impact on stability and peace, both regionally and globally, by strengthening civic participation in the fledgling democracy. The effectiveness of these programs is demonstrated by the fact that similar civic education curriculum development programs in the region have been created by the Eurasia Foundation, the European Union, and the Peace Corps. In turn, each time the University of Iowa staff conduct a curriculum development program, they refine the model and methods. They also use their experience as a source for scholarly publications and benefit from sharing teaching experiences with Armenian counterparts. Reciprocal benefits were derived from the Armenian educators' involvement with American schoolteachers and children during the curriculum development phase of the project in the United States.

This seventh grade civics class in Armenia uses educational materials developed through a partnership between the University of Iowa and the Armenian Ministry of Education.

Emporia State University
Bayero University, Ahmadu Bello University, University of Maiduguri (Nigeria)
Library and Information Science
FY 2000 GRANT AMOUNT $150,000
SOURCE Education for Development and Democracy Initiative

An **Emporia State University** professor, who studied and taught at Ahmadu Bello University in Nigeria before moving to Kansas, designed an educational partnership project to build the technological capacity of Nigerian partner institutions. His institution is now working with faculty from **Bayero University**, **Ahmadu Bello University**, and the **University of Maiduguri** to increase the use of computers and the Internet, incorporate local and indigenous knowledge resources into their curricula, and broaden their international academic and professional networks. The project has entailed seven faculty exchanges, five from the Nigerian side and two faculty members, as well as a student, from the United States. While at Emporia, the visiting Nigerian scholars worked on individual projects, revising their curricula to reflect best practices in technology applications in information management. The visiting Americans presented technology skills workshops, as well as seminars on integrating local and global resources into the design and provision of library services in Nigeria. The partners also planned civic education workshops for organizations in the surrounding region. Collaboration among the academics has led to joint conference presentations and publications.

A second component of the project has been the establishment of computer labs in the partner institutions in Nigeria, with computer hardware and software donated by Emporia. This has enabled both Nigerian faculty and students to gain technical skills, access current print and electronic literature, and communicate online with colleagues overseas, activities that were previously unavailable to them. On the American side, Emporia faculty and students gained international and multicultural perspectives by interacting with their Nigerian peers. The professional and personal links developed between rural Kansas and the largely Muslim communities of Kano, Zaria, and Maiduguri will continue beyond the partnership grant period.

Northwestern University
University of Ghana-Legon
Women and Children's Law, Human Rights, Library Science
FY 1999 **GRANT AMOUNT $120,000**
SOURCE Education for Development and Democracy Initiative

Through an educational partnership grant, the law schools of **Northwestern University** and the **University of Ghana** have established a formal linkage centered on creating a curriculum for legal issues related to family, women, and children. There also is a component to support and develop the University of Ghana's law library. In all, 11 faculty exchanges have taken place between the two schools, focusing on such topics as feminist jurisprudence, gender and the law, legal clinics, child law curriculum, constitutional law, and street law. In addition to curriculum development, there was an exchange between the schools' law librarians for training and learning best practices. The cooperation has resulted in a textbook on women and the law in sub-Saharan Africa, which was written and prepared for an audience at all African law schools. Outside funding was secured for the publication of the textbook so that the purchase price will be heavily subsidized, making the book readily available to law students throughout Africa.

Several additional developments have resulted from the initial grant. A Northwestern alumnus who taught in Ghana during the 1960s founded a nonprofit organization, Friends of the University of Ghana Faculty of Law, to raise funds for new facilities at the Ghanaian law school. In another unexpected spin-off of the partnership, the director of the Northwestern Legal Clinic hosted a Ghanaian lawyer who had founded a legal clinic in an impoverished part of Accra, to introduce him to the operations of a U.S. law school legal clinic. The American director subsequently visited Accra and provided further on-site consultation to his Ghanaian counterpart. Finally, Northwestern University has enriched its international law curriculum to include an African perspective.

Southern Illinois University
Kinnard College (Pakistan), Dhaka University (Bangladesh)
Women's Studies
FY 1998 **GRANT AMOUNT $119,942**
SOURCE Exchanges Appropriation

This educational partnership focused on faculty and curriculum development, research collaboration, and the creation of women's studies educational materials at **Kinnard College**, in Pakistan, and **Dhaka University**, in Bangladesh. The faculty exchanges helped to improve curriculum and teaching methods, as well as create professional networks. A symposium on political participation in Bangladesh, with a keynote address by former Senator Paul Simon, gave the partnership project considerable publicity in the country and launched the creation of a Women's Studies Department at Dhaka University. In addition, through visits to the United States, faculty from Kinnard and Dhaka were able to learn first hand about American-style democracy, civic participation, and advocacy.

Southern Illinois University (SIU) faculty enriched their own curricula with classroom materials produced from this collaboration, which generated new interest in South Asia that had not been present at SIU or the Women's Studies Department before the project. The Women's Studies Department was inspired to develop a new course, "Comparative Perspectives on Women in South Asia." One faculty member began a research study on employment and empowerment of women in Bangladesh and secured external funding for expanded research. SIU also plans to establish a pioneer travel study program with Bangladesh and Nepal to examine women's issues and advocacy. The partnership has forged strong formal linkages and contacts that will take the relationship far into the future.

University of Ghana law professors Kofi Kumado and K.K.K. Ampofo visit Northwestern University Law School as part of an educational partnership program.

University of Nebraska-Lincoln
Khujand State University (Tajikistan), Kyrgyz State University (Kyrgyzstan)
Business
FY 1993 **GRANT AMOUNT** $226,500
FY 1997 **GRANT AMOUNT** $65,833
SOURCE Freedom Support Act

Khujand State University (Tajikistan)
Entrepreneurship
FY 1998 **GRANT AMOUNT** $96,885
FY 1999 **GRANT AMOUNT** $139,872
SOURCE Freedom Support Act

The **University of Nebraska-Lincoln's** (UNL) partnership with **Khujand State University**, in Tajikistan, was based on a sister city relationship. The collaboration was formalized in the early 1990s through an educational partnership between UNL, Khujand State University, and a third partner, Kyrgyz State University (KSU), in Kyrgyzstan, to create graduate level business classes at KSU, to improve the business education programs at Khujand, and to further internationalize UNL's MBA program. Faculty from UNL and Khujand worked together to establish the Tajik Center for Entrepreneurial Management, an accredited business school that offers a degree program with credit classes and business outreach. With additional funding from outside sources, Khujand faculty and graduate students traveled to Nebraska for training in functional business areas, research methodology, and teaching approaches. A delegation from UNL also visited Tajikistan and Kyrgyzstan to conduct training seminars. One of the exchanges involved the participation of Students for Free Enterprise (SIFE), a corporate-funded nongovernmental organization that provides business students with leadership training, business competitions, and career fairs. Students at Khujand established a SIFE chapter and, in the succeeding years, other chapters were created in five Central Asian countries.

The educational partnership has helped to change the educational system in Tajikistan, making it interactive, experimental, and beneficial to the greater community. The project enjoys support from the Tajik government, business leaders, and universities, and has increased cultural awareness between Americans and Tajiks, who previously had known little about each other. The partnership has garnered considerable corporate sponsorship and continues to be self-sustaining.

FREEDOM Support Act

Over the last ten years, the Bureau of Educational and Cultural Affairs has supported over 150 partnerships in the Eurasian countries of the former Soviet Union. Projects focus on the fields of law, public administration, education, business, and the social sciences. Many of the earliest FREEDOM Support Act (FSA) partnerships were with universities in previously closed cities such as Tomsk, Vladivostok, and Samara. The U.S. faculty who participated in these exchanges were among the first Americans to visit these cities. Eurasian partner universities represent the full range of tertiary institutions including classical universities, technical universities, pedagogical institutes, and new private colleges or universities. The program is also sensitive to geographic diversity. In Russia, only three of 38 partnerships involve an institution in Moscow. In Ukraine, only five of 27 partnerships involve an institution in Kyiv. Regional institutions from outside the capital cities of Central Asia also participate in partnerships.

The largest number of FSA partnerships has been in the field of business administration. At a workshop in May 2002, U.S. and foreign representatives of over 20 partnerships shared their experiences in curriculum development and described how they developed new degree programs, business development centers, and executive management training programs. Professor David Lamont of Carnegie Mellon University explained how his university had benefited from its partnership with the International Management Institute, in Kyiv. Through the partnership, Carnegie Mellon included teams of students from Ukraine in business simulation classes. As a next step, Lamont plans to introduce mixed teams that include students from different countries. Lamont also observed that his experience with asynchronous distance learning provided insights that Carnegie Mellon could use in reaching out to non-traditional students within the United States.

Another workshop participant, Marcus Jobe, from Miami University, described how he is collaborating with Ukrainian colleagues to develop a case study of a multinational company active in Ukraine that could be used by classes in both countries. Professor Robin Anderson recounted how the University of Nebraska introduced the student organization, Students in Free Enterprise (SIFE), to universities in Central Asia. SIFE had previously been an exclusively U.S. organization, but the experience in Central Asia persuaded the SIFE leadership to reach out internationally, and the organization now includes universities in Europe, South America, and Asia.

Bard College
St. Petersburg State University, Smolny College (Russia)
Educational Reform
FY 1999 **GRANT AMOUNT $300,000**
SOURCE Freedom Support Act

This project began in 1994, when a group of younger faculty at **St. Petersburg State University** (SPU) decided to initiate educational reforms by introducing a liberal arts program, in partnership with **Bard College**, in New York. The joint venture resulted in the creation of **Smolny College**, an institute within SPU. Smolny faculty began by offering small, interactive, multidisciplinary seminars in the social sciences, humanities, and arts. Seminar topics included international terrorism, Greek prose, U.S. art in twentieth-century world culture, and mythology in Russian history and culture. Not only did students benefit from the seminars, but the new approach stimulated faculty reflection about the disciplines. The seminars, which started on an exploratory basis, attracted over 400 students over four semesters, convincing faculty that liberal arts education had a future at the university and throughout Russia.

The successful seminars led to the creation of the first liberal arts degree program in Russia, through which Smolny's 300 students will earn two bachelor's degrees, one from Bard and one from SPU. The Russian Ministry of Education has accredited the program, and SPU is expected to grant it full department status. The Russian government has provided funding toward the renovation of a historic palace as Smolny's future campus. Currently, liberal arts programs are also being implemented at four other universities in Russia.

Bard faculty and students have benefited through exposure to higher education in a transitioning country. Increasing numbers of students have been attracted to Bard because of the study abroad opportunities, and Bard's Russian program is flourishing. Bard faculty have also been inspired to create innovative programs such as a "Virtual Campus," in which faculty from the two schools co-teach classes using video conferencing and the Internet.

Connecticut College
Vietnam National University-Hanoi
Political Science, Economics
FY 2001 **GRANT AMOUNT $115,296**
SOURCE Exchanges Appropriation

The partnership between **Connecticut College** and **Vietnam National University-Hanoi** (VNU) fosters innovation in undergraduate teaching of political science and economics. It has resulted in the introduction of a new political science curriculum at VNU and new courses in the economics program. Potential new course topics include the U.S. political system, constitutionalism, rule of law, economics of open markets, economic development, and comparative economic development. The linkage has facilitated broader and more open discussion of social and political questions in VNU's College of Social Sciences.

Courses at Connecticut College have also changed in response to new perspectives being gleaned from the exchanges and the ongoing relationship, which has stimulated interest in Vietnam and Southeast Asia among both students and faculty members. The partnership is one of several programs that unite Connecticut College and VNU. By the end of the program, 13 faculty from VNU will have visited Connecticut College for periods of three weeks to three months, and nine Connecticut College professors will have worked for similar periods at VNU. Connecticut College and VNU plan to continue their partnership, expanding it into more social science and humanities disciplines.

Professors William Frasure, from Connecticut College, and Le Mau Han, from Vietnam University, talk with Nguyen Quynh Trang, a Connecticut College senior from Hanoi, who served as an interpreter.

Franklin Pierce Law Center
Tsinghua University (China)
Intellectual Property Rights
FY 1999 GRANT AMOUNT $119,989
SOURCE Exchanges Appropriation

Cooperation between the **Franklin Pierce Law Center** (FPLC), in New Hampshire, and Chinese legal scholars first began in 1985, when China enacted its patent law. Since that time, many Chinese officials, including **Tsinghua University** graduates, have studied intellectual property law at FPLC. A professor from FPLC went to Tsinghua as a Fulbright scholar and, in 1998, applied for an educational partnership grant. The next year, a Tsinghua law professor came to FPLC as a visiting scholar, and, in 2000, two additional Tsinghua professors followed. Out of the exchanges, a summer study abroad program was created for U.S. students. In 2002, 25 American students studied in China, and two FPLC faculty taught both Chinese and American students on topics including the Chinese legal system, U.S. intellectual property law, international intellectual property law, and intellectual property law in business.

The study abroad program will continue and include Chinese students, who will be able to take summer and long distance courses at FPLC starting in 2003. The partnership has been significant for faculty and students alike, and it has stimulated American interest in China's culture and language. Both sides have learned about the problems facing higher education in any country and have come to a better understanding of the education process as a whole.

Professors, students, and alumni from Franklin Pierce Law Center attend a special dinner with colleagues and peers at Tsinghua University in Beijing.

The Sage Colleges
Samara State University, Samara Pedagogical University, Samara Pedagogical College, Samara Teacher Training Center, the Samara Center for Civic Education (Russia)
Civic Education
FY 2000 GRANT AMOUNT $298,507
SOURCE Freedom Support Act

The purpose of civic education is to prepare young people for their role as responsible citizens in democratic societies. In new democracies like Russia and older democracies like the United States, this civics mission needs to percolate up to pre-service college and university programs where future teachers are prepared to teach courses like civics and history. International education exchange provides the vehicle to address this higher education need through partnerships that bring American and Russian educational communities closer together. With this in mind, **The Sage Colleges**, in New York, have formed a partnership with **Samara State University**, **Samara Pedagogical University**, **Samara Pedagogical College**, **Samara Teacher Training Center**, and the **Samara Center for Civic Education** to develop civic education as a full-fledged pre-service program of study, consisting of 1,000 hours of content courses, methods courses, and student teaching experiences.

Over three years, beginning in August 2000, the partners have been working to design, field test, publish, and disseminate this program as a package of interrelated courses and textbooks. Once the degree program is established, approximately 150 students will graduate each year, dramatically increasing the number of trained civic education professionals. Partners intend to disseminate the program within Samara Region, recognized in Russia as a lighthouse of educational reform, as well as 16 other regions along the Volga River, where 20 percent of the Russian population lives. The Federal Ministry of Education has already expressed keen interest in this program as a potential model for other universities throughout Russia. The program will also influence civic education in the United States, where The Sage Graduate School has developed a new Master of Arts for Teachers of Social Studies program drawing on the lessons of its Russia partnership.

Community Colleges

The State Department awards educational partnership grants to a wide variety of institutions, including a dozen currently active grants to community colleges. Foreign partners are often interested in the special expertise that U.S. community colleges have developed in practical skills-based training, innovative pedagogies, and workforce development programs.

For example, Middlesex Community College, in Massachusetts, is assisting the journalism faculty at Yerevan State University, in Armenia, to strengthen its curriculum. Armenian participants visiting the United States are working not only with instructors at Middlesex Community College, but also with practicing journalists in order to gain the practical skills that working journalists need.

One recently awarded grant to a consortium led by the Eastern Iowa Community College District is assisting with the establishment of a national community college system in Thailand. The project is also developing learning modules with an international dimension for courses at participating U.S. community colleges.

Partnerships can be especially valuable for community colleges, which may have fewer opportunities to provide international experiences for their students than many four-year institutions. During a semester at Dnipropetrovsk National University, in Ukraine, Professor Antoinette Phillips continued to teach her child development course at El Camino College, in Torrance, California, via the Internet. Through listservs, she also shared her daily observations and experiences in Dnipropetrovsk with students and faculty at El Camino College and other community colleges throughout California.

Holyoke Community College
Poltava University (Ukraine)
Business Management, Marketing
FY 2000 GRANT AMOUNT $199,600
SOURCE Freedom Support Act

The partnership between **Holyoke Community College**, in Massachusetts, and **Poltava University** of Consumer Cooperatives, in Ukraine, existed prior to the demise of the Soviet Union as part of a consortium between schools in Massachusetts and the former Soviet Union. The partnership was sustained during the 1990s through Holyoke faculty teaching at Poltava on subjects such as tourism, hospitality, marketing, and English as a Foreign Language. In 1998, a Holyoke faculty member went to Poltava as a Fulbright Scholar and taught an international marketing course. In 2000, she and Poltava faculty created a formal educational partnership to develop the International Business Learning Community Project, which teaches English and business disciplines in order to meet the needs of the emerging Ukrainian market. The collaboration has resulted in new curricula and textbooks, new training opportunities, and the participation of Poltava faculty in learning communities that combine English and marketing courses.

The success of the program can be measured by the 80 percent employment rate of the first graduating class. This is remarkable given the country's high unemployment rates. Plans are now being made to incorporate management classes into the project, and additional disciplines will be incorporated in the future. By disseminating effective business methodologies, the partnership has helped to create a sustainable economy in Ukraine with minimal financial investment.

On the U.S. side, most of the Holyoke faculty involved in the partnership are returning to Poltava to continue their ongoing work. Their experiences in Ukraine proved helpful to Holyoke, particularly since the Russian-speaking community in Western Massachusetts is growing, and increasing numbers of Russian-speaking students are enrolling in Holyoke classes.

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University of California, Berkeley
St. Petersburg State University (Russia)
Business and Economics
FY 1993 GRANT AMOUNT $237,700
FY 1997 GRANT AMOUNT $250,000
FY 2001 GRANT AMOUNT $235,054
SOURCE Freedom Support Act

An educational partnership grant, combined with support from the Eurasia Foundation, private donors, the **University of California, Berkeley**, and its board of directors, has been funneled into a joint effort of the UC Berkeley Haas School of Business and **St. Petersburg State University** to establish a school of business in St. Petersburg. The program is well known in Russia, benefiting from support from Russian companies and U.S. subsidiaries in Russia. The educational partnership program portion has specifically been used for faculty exchanges, research, and curriculum development. Russian faculty have spent considerable time at UC Berkeley to observe teaching techniques, acquire teaching materials, and obtain the latest research results, resulting in a transfer of knowledge not replicable under other circumstances. The Russian faculty have taken courses in management training, executive development, Western thought, business school curriculum, entrepreneurship, and administration. Likewise, UC Berkeley faculty and senior administrators have traveled to St. Petersburg to supplement the business curriculum with lectures in specialized fields, give administrative and programmatic assistance, help train administrators, and support fund raising efforts.

Other cooperative activities with St. Petersburg have resulted in expanded resources for the school library, development of a computer center, translation of English academic books into Russian, a business plan competition and entrepreneurs forum, Northwest Russian faculty training, and support of an academic working paper series and Russian academic journal, *Vestnik St. Petersburg. Vestnik* will distribute academic research to other academics and students in Russia and Europe as well as the private sector. Future activities include additional seminars, continuing the annual business plan competition, curriculum development, and training of faculty from universities located in the Northwest section of Russia. The business school enrollment has grown from 33 undergraduate students in 1993 to over 1,000 in 2002. M.A., M.B.A., and Ph.D. programs have been added, as well as an executive development program.

University of California, Davis
University of the Republic (Uruguay)
Environmental Studies
FY 2001 GRANT AMOUNT $120,000
SOURCE Exchanges Appropriation

On a Fulbright scholarship to Uruguay and Argentina, a faculty member from the **University of California, Davis**, initiated an educational partnership with the **University of the Republic**, in Uruguay. The goal of the project was to assist the University of the Republic in creating an environmental science study program and developing the resources to conduct environmental analyses through a series of exchanges and training workshops. A workshop on unleaded gasoline encouraged both public and private sector groups to demand the phasing out of leaded gas. University of the Republic faculty recently applied their new skills and technology to a crisis involving the contamination of grain, successfully addressing the problem. As a result, the university is now viewed as a resource for environmental problem-solving in Uruguay, a notable achievement, since the concept of universities as a resource for technological and economic development is not yet widely accepted in the region.

On the U.S. side, the partnership has generated enthusiasm about the value of exchanges and the importance of considering other perspectives, helping faculty broaden their views beyond the domestic environment. In addition, it has enhanced the visibility and prestige of UC Davis in Uruguay at a time when the university is trying to attract the best students from all over the world. On the Uruguayan side, the university has benefited from UC Davis support for new research programs and additional training of faculty. In addition, Uruguay is benefiting from new local expertise on issues of concern to the government and the private sector, especially in areas of environmental protection. The partnership is growing through an additional grant from the National Institutes of Health, which will focus on implementing similar programs in Uruguay's neighboring countries. Ultimately, the partnership is expected to have a region-wide impact.

Northwestern School of Law at Lewis and Clark College
University of Latvia
Law (Constitutional, International, and Human Rights)
FY 1998 **GRANT AMOUNT $120,000**
SOURCE Exchanges Appropriation

The seeds for this partnership were formed when a faculty member from the **Northwestern School of Law at Lewis and Clark College**, in Oregon, and a justice from the Constitutional Court for the Republic of Latvia, worked together on a project funded by the United States Agency for International Development (USAID), focusing on judicial independence. Through a subsequent educational partnership grant, this successful collaboration was expanded into faculty exchanges between the Northwestern School of Law and the **University of Latvia**. These exchanges focused on clinical education, legal ethics, small business and commercial law, and legal research and writing, as well as the establishment of a legal clinic. To incorporate more faculty and activities, the project directors secured funding from Lewis and Clark College, the Soros Foundation, and USAID. Moreover, a second educational partnership grant will allow for expansion of clinical work and advanced legal writing and research courses.

The partnership has institutionalized important changes in university administration and culture, as evidenced by the University of Latvia's direct support and ownership of new program areas and products. For example, the university took on the financial and administrative responsibility for publishing a textbook on legal writing that is being used throughout Latvia. In addition, the university is paying the staffing costs for the legal clinic, although such clinics are a recent innovation in the region. Future work will include introducing an environmental law curriculum, as well as expanding existing programs.

This partnership has been significant in impacting a wide range of people, with the legal clinic helping the Russian minority population in particular. One participant in the program is now legal advisor to the Latvian Parliament. Currently, U.S. judges and Latvian participants are working together on a Citizen's Justice conference. For Lewis and Clark College, the partnership has stimulated new thinking and approaches among the law faculty, provoked research and changes in classroom presentations, and energized faculty. They are learning to appreciate other perspectives through their exposure to the complex legal environment in transitioning countries.

University of Oregon
Payap University (Thailand), Van Lang University (Vietnam)
International Business, Business School, Business Management
FY 1997 **GRANT AMOUNT $119,741**
SOURCE Exchanges Appropriation

The **University of Oregon** (UO) and **Oregon State University** (OSU) had previously worked with both **Payap University**, in Thailand, and **Van Lang University**, in Vietnam, and decided to build on the relationships by introducing a faculty exchange project. The project's goals were to internationalize the faculties from all four institutions by giving them the opportunity to experience firsthand the regional social and economic structures in the respective host countries. A further goal was to introduce the "case and discussion" teaching methodology, which involves students in hands-on activities with local businesses, to their peers at Payap and Van Lang. This pedagogical approach has been so successful that both Payap and Van Lang Universities now encourage students to work with companies as part of their education. The faculty exchanges ranged in length from several weeks to several months, during which the faculty observed classes, interacted with host faculty, and shared ideas. The different disciplines represented in the exchanges include Asian studies, economics, environmental studies, tourism, language studies, and business.

In both the United States and Asia, this partnership has resulted in an internationalization of curriculum and administration. The faculty visits will continue and have already prompted collaborative research on such topics as comparative educational systems in Southeast Asia. The schools have further cooperated on library resource development projects. The longer-term benefits have resulted in the Asian universities sending scholars to UO and OSU at their own expense, several of whom are pursuing their doctorates as a result of their participation in the partnership.

California State University, Sacramento
Ministry of Higher Education and Scientific Research (Cote d'Ivoire)
Higher Education
FY 2001 GRANT AMOUNT $177,090
SOURCE Support for Development and Democracy Initiative

The partnership between **California State University, Sacramento**, and six institutions of higher learning in Cote d'Ivoire focuses on institutional management and leadership. The Ivorian partners include the **University of Cocody**, the **University of Bouake**, the **University of Abobo Ajame**, the **National Polytechnic Institute of Yammassoukro**, the **National Teacher Training College** (Ecole Normale Supérieure), and the **National Institute for Statistical and Applied Economics**. The collaboration began in 2002, during which Ivorian administrators visited Sacramento and surrounding universities. By shadowing American administrators, participating in workshops, and collecting materials, the Ivorians learned about emerging trends in higher education, management, strategic planning, assessment, and accountability.

In Cote d'Ivoire, universities are often plagued by student and faculty strikes that interrupt the academic year. In the initial visit, Ivorian administrators learned about grievance procedures at Sacramento and plan to implement a fair and effective grievance process in Cote d'Ivoire to prevent future strikes. The Americans, in turn, have learned from the Ivorians about how to govern effectively despite scarce resources, and the experience has also expanded their international viewpoints. It has been difficult to reciprocate with American visits to Cote d'Ivoire due to political instability in the country, but numerous Sacramento administrators are interested in visiting, lecturing, and learning in Cote d'Ivoire. At the end of the project, the partners will create a course on university administration and management. They also hope to develop student exchanges and joint faculty collaborations.

University of Washington
Tirana Pedagogical Research Institute, the Albanian Ministry of Education, Tirana University (Albania)
Civic Education
FY 1996 GRANT AMOUNT $248,582
FY 1998 GRANT AMOUNT $95,900
FY 2001 GRANT AMOUNT $91,500
SOURCE Support for East European Democracies Act

In 1993, the **University of Washington** created a partnership with the **Tirana Pedagogical Research Institute**, the **Albanian Ministry of Education**, and **Tirana University** to develop civic education at the primary and secondary levels in Albania. The project is entering its tenth year. The project began by presenting concepts of democratic citizenship education to Ministry of Education officials, who met with school staff, school boards, the state legislature, and the governor. The partners then developed curriculum and educational materials and began training teachers in civic education methodology.

To date, over 2,700 teachers have been trained, including Greek minority teachers in southern Albania. This cadre of teachers will further develop the materials, and provide leadership and training at the local level. With supplemental funds from the Soros Foundation, 21,000 manuals on democratic citizenship education have been printed, along with 20,000 copies of teachers' guides for grades one through ten. In the most recent stage of work, centers for civic education are being established at universities throughout the country to coordinate the in-service training of civic education teachers at the regional level.

Workshop participants discuss civics education lesson plans using the interactive approach to teaching developed by the University of Washington and its Albanian partners.

Arizona State University
University of Pristina (Kosovo)
Public Administration, Management
FY 2001 GRANT AMOUNT $442,335
SOURCE Support for East European Democracies Act

Arizona State University (ASU) has a long history of university linkage programs. Its partnership with the **University of Pristina** (UP), in Kosovo, focuses on business management and public administration. Scholars from UP come to Arizona for one semester to take regular ASU courses, along with specially arranged training in computer applications and English as a Second Language. The goal for the UP scholars is to prepare at least one syllabus for courses they plan to teach in the targeted professional fields upon their return. On the ASU side, scholars travel to Kosovo to give academic seminars.

Over the life of the project, two dozen Kosovar scholars will spend time at ASU and produce measurable, deliverable outcomes in the form of professional syllabi, Web sites employing modern teaching pedagogy, and up-to-date subject matter in the areas of business management and public administration. The partnership has strengthened the programs in Pristina and has also helped to internationalize the programs in Arizona. The success of the partnership has prompted follow up work on UP's administration.

New Mexico State University
University of San Carlos (Philippines)
Anthropology
FY 2001 GRANT AMOUNT $100,924
SOURCE Exchanges Appropriation

A Fulbright scholar at the University of San Carlos observed the difficulties of pursuing a Ph.D. in anthropology in the Philippines. The lack of trained faculty at the **University of San Carlos** threatened the survival of the entire program, one of only three doctoral anthropology programs in the Philippines. As a result, the American anthropologist applied to the educational partnership program to help Filipino anthropology students complete their doctorates, thereby potentially doubling the total number of trained faculty. The first part of the partnership entailed faculty members from **New Mexico State University** (NMSU) teaching intensive courses at San Carlos. Later, the Filipino Ph.D. candidates will write their dissertation proposals at NMSU, where they will have greater access to dissertation advisors, and research and library resources.

"Our partnership resulted in a revitalized interest in archaeology and prehistory of the central Philippines. This has not existed since the 1970s."

–Wenda Trevathan, New Mexico State University

The potential impact of the partnership is widespread. The newly trained faculty members will be able to teach, train, and advise others, thereby increasing the number of anthropology professionals in the Philippines. The interest generated from this partnership has energized the field of anthropology in the Philippines and increased cooperation between the three Filipino universities with anthropology programs and with the National Museum's archaeology program. On the U.S. side, NMSU has added new coursework to its curriculum, based on the additional information and research on Filipino anthropology.

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University of Texas
State University of Tamaulipas (Mexico), University of Guelph (Canada)
Environmental Management, Sustainable Development, Wetlands Conservation
FY 1997 **GRANT AMOUNT $116,744**
SOURCE Exchanges Appropriation

The **University of Texas at Austin**, the **Autonomous State University of Tamaulipas**, in Mexico, and the **University of Guelph**, in Canada, have long cooperated on environmental research. The partners applied for an educational partnership grant to expand their existing work to include student and faculty exchanges, as well as cooperative teaching. The exchanges resulted in joint research, focused on North American trans-boundary environmental issues, that was drafted as a book in 2002 and is expected to be published. In terms of teaching, the partners created a video class with collaborative teaching and joint supervision of students.

As a result of this project, two state agencies in Texas contracted with the University of Texas to provide trans-boundary programs, and the Mexican government granted funding to the State University of Tamaulipas to examine how to better serve poor communities in Mexico with water and waste water service. The program convened water professionals from all three countries to complete two large-scale simulation projects to explore the water "debt" issue and evaluate potential terrorist threats to drinking water quality in the Rio Grande River. The increasing range and visibility of the program's activities have given the partnership significant influence on trans-boundary environmental issues in North America.

University of Wyoming
Saratov State University (Russia)
Sociology
FY 2001 **GRANT AMOUNT $274,090**
SOURCE Freedom Support Act

Beginning in the early 1990s, the **University of Wyoming** sought to find an international partner in European Russia. Its goal was to pair with a province that was comparable to Wyoming, and they found that in Saratov. Both are sparsely populated lands involving arid agricultural practices, as well as old oil and gas reserves requiring secondary and tertiary recovery. The partnership started with state-to-state exchanges with three institutions of higher education in Saratov, the main one being **Saratov State University**. Topics have ranged from business and economic development to legislative, judicial, and gubernatorial exchanges. In terms of business, UW trained Saratov faculty from three academic institutions in finance, economics, marketing, human resource management, business law, contracts, and negotiations, and helped them redesign curricula.

Rotary Club International of Wyoming and Colorado became involved in the partnership, bringing Saratov business people to shadow counterparts in Wyoming and Colorado. Rotary also established a club in Saratov, and together they have worked on farmer exchange programming and rural health delivery, with Wyoming/Colorado sending emergency medical equipment to Saratov for distribution to small communities. Other spin-off projects have included a long distance education project funded by the U.S. Information Agency, funding from the Soros Foundation for a southern Volga Regional Information Technology Center, and a law clinic project at the Saratov Law Academy. The most current project involves the development of an independent sociology department at Saratov State University, which entails a new survey research center and the exploration of a possible joint Wyoming-Saratov degree in sociology. The original partnership has quickly expanded to encompass several academic fields, university governance and finance, and the public, private, and non-profit sectors of society, as well.

Duke University
Koc University (Turkey)
History, Public Policy
FY 1997 **GRANT AMOUNT** **$117,000**
SOURCE **Exchanges Appropriation**

The partnership between **Duke University** and **Koc University** to establish a Turkish studies program and an American studies program in the respective schools is thriving. Faculty exchanges between the two universities resulted in course offerings at Duke, on topics such as Ottoman history, modern Middle Eastern history, and Turkish political history, and course topics at Koc include U.S. foreign policy and U.S.-Turkish relations. The partnership has also generated collaborative research among American and Turkish scholars. In particular, research on Turkish environmental protection has received additional funding from the European Science Foundation. Moreover, a Turkish language program has been created at Duke, where faculty are working on the development of a Turkish studies program and a study abroad program for American students to go to Turkey.

On the Turkish side, a seminar on film and American studies introduced faculty and students to cutting-edge ideas about popular culture in the United States, and an American history module was incorporated into the curriculum of a world civilizations course. Seventeen Duke and Koc professors and administrators traveled to each other's universities, and in the period after September 11, some of them spoke about their countries' respective policies and perspectives in the aftermath of that terrible tragedy. The exchange has also strengthened the libraries of both schools, helping to modernize Koc's library and adding to Duke's Islamic Collection. The academic linkage has facilitated a better understanding of the historical, political, and social development of the two countries.

Georgia State University
Yarmouk University (Jordan)
Media Studies, Journalism
FY 1999 **GRANT AMOUNT** **$112,443**
SOURCE **Exchanges Appropriation**

The educational partnership between **Georgia State University** (GSU) and **Yarmouk University**, the only degree-granting journalism and mass communications program in Jordan, originated from a citizen exchange project, sponsored by the U.S. Department of State, that funded a six-week conference for Arab and American communications educators. The goodwill and academic relationships formed from the conference resulted in the creation of a regional association, the Arab-U.S. Association for Communication Educators (AUSACE). AUSACE publishes a newsletter, website, and academic journal, and conducts professional workshops.

In 1999, as a result of AUSACE relationships, the partnership between GSU and Yarmouk was formalized through an educational partnership grant to support the development of journalism as a profession in Jordan and the free flow of information in that country. The partnership focuses on faculty development, curriculum development, collaborative research, and distance learning. The project has designed a model curriculum for a postgraduate degree in Jordan that recognizes the need for working journalists to keep up with changes in their profession and meet the demands of media audiences for accurate and responsible journalism. This curriculum is offered through a "smart classroom" that includes on-line journalism and coursework on writing for mass audiences and journalistic ethics.

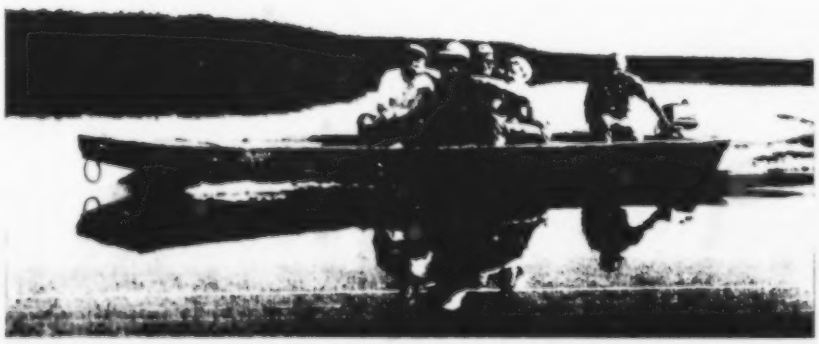
The partners are also collaborating on research on the mass media while coordinating outreach initiatives to other academic and media entities, including the Jordanian Institute of Diplomacy and the dailies *Al Ra'i* and the *Jordan Times*. The future scope of the collaboration includes joint class projects through WebCT bulletin boards and chat lines. Over the years, AUSACE has become self-sustaining and is a vital link in media relations between the United States and the Arab world.

Florida Institute of Technology
Budapest University of Technology and Economics (Hungary)
Environment
FY 2001 **GRANT AMOUNT $120,000**
SOURCE Exchanges Appropriation

Florida Institute of Technology is partnering with the **Budapest University of Technology and Economics** on an environmental studies program. The partnership is centered on faculty exchanges to identify areas of common scientific and technical interest, with a goal of developing new programs and enhancing existing programs of relevance to Hungary and Central Europe. Thus far 14 faculty members have paid two- to four-week visits to the respective partner institutions. In the first year of the program, the universities sponsored an Eco-Tourism Workshop to help develop a type of tourism in Hungary that is already well developed in Florida. The partners secured direct support for the workshop through the U.S.-Hungarian Joint Fund. A planned outcome of the workshop is the creation of a birding and wildlife festival in Hungary in the spring of 2004, based upon the careful study of such festivals in Florida. A second focus of the partnership is a workshop to begin in the fall of 2003 on problems of sustainability under conditions of globalization from the perspective of U.S.-European Union (EU) relations. The discussion will include partners from different EU countries and EU officials. Given the compatibility and commitment of the two partners, numerous areas of collaboration will continue to be discovered.

"I plan to take a group of students to Hungary over spring break. They will get a students' view of Hungary, not a tourist view."

– Gordon Nelson, Florida Institute of Technology



Faculty from the Florida Institute of Technology tour Hungary's Tisza Lake as part of an environmental studies partnership with Budapest University of Technology and Economics.

U.S. – North African Economic Partnership

Educational partnership projects are contributing to the U.S.-North African Economic Partnership, a program in which the United States and governments in North Africa cooperate to foster private sector-led growth, economic and trade reform, and regional trade and investment in North Africa. The educational partnership projects link U.S. colleges and universities with Tunisian and Algerian counterpart institutions in an effort to restructure courses and curricula in targeted fields. These partnerships prepare students for productive jobs and enhance social stability. Typical partnerships include reciprocal faculty exchanges so that professors from both institutions have the opportunity to participate in and observe classes at the other institution. The educational partnerships involve a critical mass of faculty in each targeted department to facilitate systematic curricular reform. The following projects highlight the accomplishments of the program:

ALGERIA

• **Columbia University** is cooperating with the **National School of Administration**, in Algiers, to adapt the Algerian curriculum to reflect current U.S. approaches to public management. The partnership project has resulted in the design of a public administration curriculum for Algerian faculty, an exchange of professional journals, plans for the translation of key course textbooks into French, and new access to hundreds of online articles and course syllabi.

• **The University of Michigan** and the **University of Algiers** are working to strengthen programs in American studies at Algiers, and in Arabic/Islamic/North African studies at Michigan. To accomplish these goals, the partners exchange faculty to teach, lecture, consult, and conduct individual and collaborative research.

• **The University of Delaware** is working with the **University of Algiers** to build Business English language capacity at the University of Algiers by training Algerian teachers and developing materials for their use. Through this collaboration, the University of Delaware will also increase the Delaware faculty and students' awareness of Islam and its role in society and business.

• **The University of Missouri at Rolla** is cooperating with the **Abou-Bekr Belkaid University of Tlemcen** to develop instruction and faculty training programs in the field of engineering management. The project focuses on modern, interactive teaching methodologies in a field that is critical to the efforts to train Algerian youth for jobs in the global economy.

TUNISIA

• **Lock Haven University** is cooperating with the **University of Sfax**, in southern Tunisia, to revise teaching curricula and develop a distance-learning program. Junior faculty and staff from Sfax attend Lock Haven for English language training and intensive seminars as they work on the curriculum reform effort.

• **Virginia Polytechnic University** and the **Polytechnic School of Tunisia** are working to establish a graduate curriculum in computational mechanics. The partners also plan to establish an information and service center, focused on educating local industry and government organizations about innovations in computer technology.

• **The State University of New York at Potsdam** is working with the **Higher Institute of Management of Tunis** to internationalize and modernize teaching and research about business. The project will introduce curricular, pedagogical, and technological innovations to both institutions.

• **The University of Georgia** and the **Higher Institute for Accounting and Business Administration**, in Tunisia, are collaborating to enhance the instructional and leadership capabilities of Tunisian faculty, together with the management and leadership skills of administrators. The partners are designing, assessing, and implementing new professional development curricula for Tunisian administrators and faculty members.

• **The University of Colorado** and the **Polytechnic School of Tunisia** are addressing issues in water resource management and air pollution control through faculty training and curriculum development. The two institutions are creating an environmental and energy engineering information and service center that will produce educational materials, provide short courses to students, and conduct surveys to identify ways in which Tunisian industries and facilities can reduce energy use.

• **Texas A&M University** is working with the **National Institute of Agronomy** to enhance the Tunisian agribusiness and agricultural economics curriculum. Tunisian faculty members have been able to expand their expertise and revise curriculum in key areas of agribusiness, agricultural systems and machinery, and dairy and sheep production. The faculty is also designing short courses for local farm managers, aimed at improving their financial and marketing decision-making skills and increasing their production levels.

Participating U.S. Institutions, 1982-2001

alaska
University of Alaska-Anchorage
University of Alaska-Fairbanks

alabama
Alabama A&M University
Auburn University
Tuskegee University
University of Alabama at Tuscumbia
University of Alabama at Birmingham
University of North Alabama

arizona
Arizona State University
Northern Arizona University
University of Arizona

arkansas
University of Arkansas

california
American University of Armenia Corporation
California Polytechnic State University at Pomona
California Polytechnic State University at San Bernadino
California Polytechnic State University
at San Luis Obispo
California State University at Fresno
California State University at Hayward
California State University at Long Beach
California State University at Sacramento
Claremont Graduate University
El Camino Community College
San Diego State University
Stanford University
U.S. International University
University of California at Berkeley
University of California at Los Angeles
University of California at Riverside
University of California at Santa Barbara
University of San Francisco
University of Southern California

colorado
Colorado School of Mines
Colorado State University
University of Colorado at Boulder
University of Colorado at Denver
University of Denver

connecticut
Central Connecticut State University
Connecticut College
Fairfield University
Southern Connecticut State University
University of Connecticut

delaware
University of Delaware

district of columbia
American Councils for International Education
(formerly American Council of Teachers of Russian)
American University
Georgetown University
George Washington University
Howard University
International Research and Exchanges Board
Johns Hopkins University - School of Advanced
International Studies
University of the District of Columbia

florida
Community Colleges for International Development
Florida Institute of Technology
Florida International University
Florida State University
University of Central Florida
University of Florida
University of North Florida
University of Miami

georgia
Atlanta University
Columbus College
Georgia Institute of Technology
Georgia Southern University
Georgia State University
University of Georgia
Valdosta State University

hawaii
University of Hawaii at Manoa

idaho
University of Idaho

illinois
Bradley University
DePaul University
Illinois State University
Northeastern Illinois University
Northern Illinois University
Southern Illinois University
University of Chicago
University of Illinois at Chicago
University of Illinois at Urbana-Champaign

indiana
Ball State University
Indiana State University
Indiana University
Indiana University-East
Indiana University-Purdue University Indianapolis
Purdue University

iowa
Des Moines Community College
Eastern Iowa Community College
Iowa State University
University of Iowa

kansas
Emporia State University
University of Kansas

kentucky
Murray State University
University of Kentucky

louisiana
Grambling State University

maine
Bowdoin College
University of Maine at Orono
University of New England
University of Southern Maine

maryland
Johns Hopkins University
Montgomery College
Towson State University
University of Baltimore
University of Maryland – Eastern Shore
University of Maryland at College Park

massachusetts
Bentley College
Boston University
Clark University
Holyoke Community College
Institute for Training and Development
Middlesex Community College
Northeastern University
University of Massachusetts at Amherst

michigan
Central Michigan University
Delta College
Grand Valley State University
Kalamazoo College
Lansing Community College
Michigan State University
University of Michigan at Ann Arbor
University of Michigan at Flint
Wayne State University

minnesota
Mankato State University
Moorhead State University
St. Cloud State University
University of Minnesota at Duluth
University of Minnesota at Minneapolis
University of Minnesota at Morris
University of St. Thomas

missouri
St. Louis Community College
University of Missouri at Columbia
Washington University

mississippi
Jackson State University
Mississippi Consortium for International Development
Mississippi State University

montana
Montana State University
University of Montana

nebraska
University of Nebraska at Lincoln
University of Nebraska at Omaha

new hampshire
Franklin Pierce Law Center
University of New Hampshire

new jersey
Monmouth University
Montclair State University
Princeton University
Ramapo College
Rutgers, The State University of New Jersey

new mexico
New Mexico State University
University of New Mexico

new york
Bard College
City University of New York
City University of New York – City College
Columbia University
Cornell University
Fordham University
Hofstra University
New York Law School
New York University
Pace University
Pratt Institute
Rochester Institute of Technology
Syracuse University
The Sage Colleges
St. John Fisher College
State University of New York at Albany
State University of New York at New Paltz
State University of New York at Oneonta
State University of New York at Potsdam
State University of New York at Stony Brook

north carolina
Duke University
East Carolina State University
North Carolina State University
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
Western Carolina University

ohio
Case Western Reserve University
Cleveland State University
Kent State University
Miami University
Oberlin College
Ohio University
Ohio State University
Sinclair County Community College
University of Akron
University of Cincinnati

oklahoma
Oklahoma State University
University of Tulsa

oregon
Lewis and Clark College
Oregon State University
Portland State University
Southern Oregon State University
University of Oregon
University of Portland

pennsylvania
Carnegie Mellon University
Indiana University of Pennsylvania
Lock Haven University
Northampton Community College
Pennsylvania State University
St. Vincent College
Temple University
University of Pennsylvania
University of Pittsburgh
University of Scranton
Villanova University

puerto rico
University of Puerto Rico

rhode island
Brown University
Bryant College
University of Rhode Island

south carolina
South Carolina State University
University of South Carolina

tennessee
Tennessee State University
University of Tennessee
Vanderbilt University

texas
Collin County Community College
Dallas Community College
El Paso Community College
Texas A&M University
Texas International Educational Consortium
Texas Southern University
Texas Technical University
University of Houston
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas

utah
University of Utah
Utah State University
Utah Valley State University

vermont
University of Vermont
Vermont Law School

virginia
College of William and Mary
George Mason University
Longwood College
Old Dominion University
Southwest Virginia Community College
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic University

washington
Eastern Washington University
Gonzaga University
Tacoma Community College
University of Washington
Washington State University
Western Washington University

west virginia
Bethany College
West Virginia University

wisconsin
Fox Valley Technical College
St. Norbert College
University of Wisconsin at Madison
University of Wisconsin at Milwaukee
University of Wisconsin at Parkside

wyoming
University of Wyoming

How To Apply

opportunities

The academic partnership programs in education that are administered by the U.S. Department of State include the following programs and projects:

- The *Fulbright Educational Partnerships Program*, formerly known as the College and University Affiliations Program. Country eligibility and thematic emphasis vary from year to year.

- The *FREEDOM Support Educational Partnerships Program*, formerly known as the NIS College and University Partnerships Program, funds educational partnerships between colleges and universities in the United States and Eurasia (countries previously recognized as belonging to the Soviet Union). It funds projects focusing on public administration, law, business administration, education, the social sciences, and journalism and communication.

- Other regionally or thematically specialized programs and projects may be announced to respond to current issues and opportunities. Some specialized projects provide comprehensive or targeted educational assistance in cooperation with previously designated foreign partners.

eligibility

Participation in U.S. Department of State educational partnership programs is open to accredited institutions of higher learning, including:

- Community colleges
- Liberal arts colleges
- Universities with graduate-level and/or undergraduate programs
- Consortia and other combinations of college and universities
- Minority-serving institutions

In limited cases, U.S. non-governmental organizations may be eligible to apply in certain competitions for specialized projects.

application and selection process

- The U.S. Department of State periodically publishes Requests for Grant Proposals (RFGPs), which can be found in the **Federal Register** and are also available online.
- While a competition is open, Department of State program officers identified in the RFGP are available to consult with potential applicants as they develop proposals.
- U.S. educational institutions and organizations submit proposals to the Department of State by the deadlines specified in RFGPs.
- Proposals in most competitions are reviewed independently by professional and scholarly experts. Proposals may also be reviewed by officers of the Department of State and by U.S. Embassy and Fulbright Commission officers for advisory comment.
- Selected U.S. partner institutions become the grant recipients.

review criteria

- Grant competitions are merit-based.
- Proposals are reviewed for the quality and impact of project goals, feasibility, and the commitment of participating institutions to work with one another as reflected in appropriate cost sharing.

For more information, please refer to the U.S. Department of State Web site:
www.exchanges.state.gov/education/partnership

for more information

Educational Partnership Programs
Humphrey Fellowships and Institutional Linkages Branch
Office of Global Educational Programs
Bureau of Educational and Cultural Affairs
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